

THE EFFECT OF AMOUNT OF SEXUAL EXPERIENCE  
ON THE MEANING OF SEXUAL EXPERIENCE

By

LEONARD TRAVAGLIONE

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL  
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1988

## ACKNOWLEDGEMENTS

It is with great respect and fondness that I begin this final section by acknowledging my chairperson, mentor and, finally, colleague, Dr. Harry Grater. He taught me to believe in the goodness of myself and, in his gentle and supportive way, showed me that I have what it takes to become the kind of professional I can admire.

Each of my committee members are people who do not hold themselves above others, but rather offered their encouragement, support, and guidance as one person to another, without cost, and in kindness. They have and will continue to serve as a model for my own betterment. I am very grateful to them.

Dissertations are not written by people who, one day, suddenly take on special courage and determination. These traits begin long before it is time to type the title page. My family has been an invaluable asset to me in everything I do. I have always felt secure in the knowledge of their love. This has made all the difference in the world. Here I learned to grow beyond the bounds of my home. Their gift is the greatest love of all, for they taught me to be free.

A family does not end at home, but grows as you grow, and with you. There is no particular order I can put to all the many friends with whom I have shared so much, nor can I mention them all. They were very much present and available over the many years that I pursued my goal, and share in the joy of this accomplishment. Michael Garvey, my friend eternal, was a pillar of strength throughout this process. To him I owe more than I can say. Ed Spauster greatly eased the burden of this task by showing me the way and by believing in me. How important this was he will never know. Rick Jensen, my compadre, helped me to be myself, and loved me for it. The faith that Maureen McGeary had in me was unshakable, no matter how I tried. To her I owe a special debt of thanks.

Bunny Lake put in a special command performance for this event and is no longer missing. Charlotte Pierce gave herself to the cause with complete abandon. It was the only way she knew how. Her help and support were invaluable.

Finally, I would like to offer a word of thanks to two very special people. Gordon Smith held my hand, and me, when it all seemed so impossible, and gave me comfort beyond words. It is a rich man who has him for a friend. Bob Meshrach taught me to reach beyond myself, and is now

learning this same skill. To him and all who have been there with me I dedicate this work.

## TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	vii
CHAPTERS	
1 INTRODUCTION AND REVIEW OF THE LITERATURE.....	1
A Historical Overview.....	6
Recent History.....	10
Changes in Sexual behavior and Attitudes: Fact or Fallacy.....	17
Theories and Research on the Meaning of Sexual Experience.....	25
Hypotheses.....	43
2 METHOD.....	45
Subjects.....	45
Instruments.....	45
Procedure.....	52
3 RESULTS.....	54
Affiliation.....	56
Inadequate/undesirable.....	57
Achievement.....	58
Moral.....	60
Erotic/dominance.....	60
4 DISCUSSION.....	62
Sex.....	65
Experience.....	68
Limitations of the Study.....	72
Implications.....	73
Directions for Future Research.....	75

APPENDICES

A	THE MEANING OF SEXUAL EXPERIENCE QUESTIONNAIRE.....	77
B	THE MEANING OF SEXUAL EXPERIENCE INFORMATION SHEET.....	81
C	ADJECTIVES FOUND ON THE MOSE III.....	84
	REFERENCES.....	85
	BIOGRAPHICAL SKETCH.....	92

Abstract of Dissertation Presented to the Graduate School  
of the University of Florida in Partial Fulfillment of the  
Requirements for the Degree of Doctor of Philosophy

THE EFFECT OF AMOUNT OF SEXUAL EXPERIENCE  
ON THE MEANING OF SEXUAL EXPERIENCE

by

Leonard Travaglione

August, 1988

Chairman: Dr. Harry Grater  
Major Department: Psychology

This study examines the effects of the amount of sexual experience on the meaning of sexual experience. In part, it is also a replication study of the work of Bernstein and Garrison both of whom assessed the difference in the meaning of sexual experience between men and women. Although sexual beliefs, behaviors and attitudes have been studied extensively over the past three decades, the meaning of sexual experience has been researched very little. It has been theorized that an individual's sexual attitudes and behaviors would be better understood if the meaning that sex has for that individual was known as well.

The Meaning of Sexual Experience Questionnaire (MOSE III) was used to measure subjects on the following scales: Affiliation, Inadequate/undesirable, Achievement,

Moral and Erotic/dominance. Amount of sexual experience was measured by subjects' self-report of the number of sexual partners and amount of intercourse they had. A multiple regression analysis was used in order to test the statistical hypothesis that there is no significant relationship between each of the scales of the MOSE III and gender, number of partners, or number of times a person has intercourse.

Some gender differences were significant. Females scored higher on the Affiliation scale while males scored higher on Achievement. A significant relationship was also established for number of sexual partners and amount of intercourse on the Achievement and Erotic/dominance scales. The interaction term number of sexual partners and amount of intercourse was also significant and negatively correlated to the Achievement and Erotic/dominance scales, indicating that a high level of experience on both measures was not necessarily predictive of highest achievement scores. Significance was not demonstrated in the Inadequate/undesirable or Moral scales with any of the independent variables. The author concluded that experience was a significant variable to be considered in discussing the meaning of sexual experience. Results

are discussed in terms of current theory and research regarding sexuality.

CHAPTER 1  
INTRODUCTION AND REVIEW OF THE LITERATURE

The dominant meaning of sexuality has changed during our history from a primary association with reproduction within families to a primary association with emotional intimacy and physical pleasure for individuals. We find ourselves dissatisfied with one distinction drawn in the literature - the opposition of sexual ideology ("what ought to be") and sexual behavior ("what was"). It seems to us that this dichotomy assumes too simple and direct a relationship, as well as an opposition, between what individuals believe and what they do. To avoid these problems we have chosen to explore [a subject] that most concerns us, sexual meanings. (D'Emilio & Freedman, 1988, p. xv)

The past several years have seen an increasing interest in exploring and understanding the particular significance sex holds for individuals, how they value it, and what part it plays in their lives (Gagnon & Simon, 1973; Smilgis, 1987). The shift towards greater sexual experimentation among college students has been well documented in a series of studies conducted throughout the late 1960s, the 1970s and the first half of the present decade (Hildebrand & Abromowitz, 1984). Jackson and Potkay (1973) view the reports of earlier, more prevalent and more widely accepted intercourse as

signaling the advent of a sexual revolution, replete with a reordering of social mores. Others (Kaats & Davis, 1970) viewed the same data as being consistent with the century long evolution towards more relaxed social standards.

In reviewing changes in sexual behavior over the past three decades (whether they be revolutionary or evolutionary) it seems evident that they have been fueled, at least in part, by a rapidly changing technological/social environment (D'Eminio & Freedman, 1988). Factors such as the women's liberation movement, the increase in availability and reliability of birth control, mass media and advertising, and an overall increase in sexual permissiveness have been identified as some of the variables that may have contributed to these changes (Comfort, 1976; D'Emilio & Freedman, 1988). The recent and still present AIDS (Acquired Immune Deficiency Syndrome) crisis is forcing young people to take yet another look at their sexual behavior (Smilgis, 1987). The present effort by the United States Department of Education, in response to the AIDS crisis, is to educate individuals to the dangers of "unsafe" sex and to suggest abstinence as one way of avoiding contact with potentially diseased individuals (Shiltz, 1987).

If this and other similar efforts continue, sexual behavior in the United States may undergo a substantial change during the remainder of this century. This, in turn, may cause a significant shift in the attitudes, beliefs and values individuals presently hold about sex.

Despite the increasing prevalence of premarital intercourse, its apparently earlier onset, and the general shift in sexual standards toward greater permissiveness (Bell & Chaskes, 1970; Finger, 1975; Kaats & Davis, 1970; Katz, 1974; Hildebrand & Abromowitz, 1984; Hopkins, 1977), having sexual intercourse remains a life experience of considerable developmental salience for college students. Both cultural norms and societal restraints, by reserving sexual experience for a later, more mature status, have the effect of attaching to its occurrence a variety of social and psychological meanings (Jessor & Jessor, 1975). Psychology as a science has studied attitudes, beliefs, fantasies and behaviors related to sex, although the underlying meaning of sexual experience (the fulfillment of interpersonal psychological needs through sex) has been researched very little. A number of researchers (Farley, Nelson, Knight, & Garcia-Colberg; 1977, Libby & Strauss, 1980; Schildmeyer, 1977) have made significant contributions to the literature by

identifying some of the various meaning sex has to men and women and in developing several dimensions (morality, power, violence, eroticism, love, achievement) along which to study the meaning of sexual experience. The first attempt to incorporate these independent studies into an overall method by which to study sexual meaning was undertaken by Grater and Dowling (1981). Their work resulted in the formulation and validation of a research tool by which to measure the meaning of sexual experience (Bernstein, 1982).

The Meaning of Sexual Experience questionnaire (MOSE III) examines the meaning of sexual experience along five discrete dimensions: Affiliation, Inadequate/undesirable, Achievement, Moral, and Erotic/dominance. Several attempts have been made to look at the difference in the meaning of sexual experience between men and women over the past several years with varying results. In an initial study Bernstein (1982) found that men scored significantly higher on the Achievement and Erotic/dominance dimensions while women scored significantly higher on the Affiliation and Moral dimensions.

A follow-up study by Garrison (1984) attempted to examine the relationship between sex-role and gender of

the subjects, both of which served as independent variables, and their meaning of sexual experience, which was the dependent variable. The MOSE III, the BEM Sex Role Inventory (BSRI) and gender were analyzed using a multivariate procedure. Follow-up analysis established significant differences on two of the MOSE III dimensions, Inadequate/undesirable, and Moral, with males scoring significantly higher on both factors. This was not consistent with Bernstein's initial findings.

In both studies the authors cautioned that other factors may have served to confound their results. The factor most often cited as not considered was amount of sexual experience and lead the researchers to ask the question: Is the amount of sexual experience a significant variable to be studied in understanding the meaning of sexual experience for men and women. The purpose of this study is to investigate this question.

In order to shed light on the importance of this study this literature review will focus on the following areas: (a) a presentation of a historical overview tracing the development of meaning as it applies to sexual experience; (b) an examination of research of the past three decades which attempted to identify recent

changes in behaviors and attitudes about sex, with particular emphasis on the post-Masters and Johnson era; (c) a review of research which focused on developing theories and dimensions with which to study the meaning of sexual experience; and (d) specific studies that examine personality, motivational and emotional variables that contributed to the development of the MOSE III and the five discrete dimensions used to quantify meaning of sexual experience with this instrument.

#### A Historical Overview

Tannahil (1980) traced human sexual development back to the prehistoric world. He believed that the first efforts to establish meaning for sexual experience can be found in the paleolithic era. During this period there was a shift from rear-entry coital position to the face-to face "missionary" position, the development of intertribal marriages and, consequently, the taboo against incest. Sex was seen as a means of procreation and a symbol of fertility. The second major taboo developed during the neolithic era. Men were forbidden to have sex with women during their menstrual period because the blood in menstrual fluid was believed to contain supernatural powers. It was also during this

period that man emerged as master of his family and was believed to be superior to women.

Sexual attitudes of Mesopotamian civilization (3000 to 300 B.C.) were derived from the belief that women were considered the property of men (Bullough, 1976). Adultery was not a moral transgression but rather a violation of another man's property. Procreation was still the primary purpose of marriage. Bullough (1976) also sketches the contribution of Judaism to the development of western sexual attitudes. The Talmudic period (before 600 B.C.) was characterized as having a permissive attitude towards sex. Coitus was seen as required religious duty. This permissiveness gave way to a more repressive attitude in the years immediately following the death of Christ as the Jews were pressured to assimilate with other cultures and were forced to respond to the hostility of Christians towards them. Women were seen as having a more constant and aggressive sexual drive than men. Rape was, therefore, considered to be at least instinctually consented to by women.

Throughout this period love was not considered to be a crucial part of the sexual experience. McCrary (1976) identifies the Greek culture as the wellspring for the concept of romantic love, citing the distinction

between sexual love (eros) and spiritual love (agape). He further notes that "Christianity, following the Jewish tradition . . . idealized the purity of love apart from sex. Love of God was the only 'pure' love and celibacy became a means of proving one's love for God" (p. 46). Sexual expression continued to be repressed and through the wedding of nuns to Christ in a spiritual sense, women were idealized. As in the past, sex was for the purpose of procreation only.

Although the Protestant Reformation brought some moderation of these views, both Calvin and Luther felt that even marital sex was shameful, sinful, and unclean (Bailey, 1970; Cole, 1961). The Puritan era continued to identify the female as sexual temptress. This gave way to the Victorian view of women as being inherently pure and innocent (Wilson, Strong, Robbins, & Johns, 1980). Tannahil (1980) notes that middle class women were transformed "into sweet, untouchable guardians of morality, whose distaste for sex led to an explosive increase in prostitution, an epidemic spread of venereal disease, and a morbid taste for masochism" (p. 347).

The 1800s were a period where men were seen as having to struggle with their sordid physical needs and means of sexual expression, while women were the

guardians of purity and chastity with no sexual feelings or desires. Bullough (1976) notes the effects of this period on human sexuality: (a) men were seen as sexual aggressors and women as reluctant victims; (b) the role of women emerged as one of child rearer and homemaker while simultaneously mystifying her existence and conforming her to the home; (c) masturbation was condemned by medical authorities due to the draining of vital energy and the threat of resulting insanity; and (d) both prostitution and venereal disease increased, which resulted in a search for "clean" virgins and medical procedures to limit one's sexual functioning. Procreation was reinforced as the only legitimate reason for sexual activity. In effect it was a period of continued sexual repression and the propagation of sexual myths, some of which continue to this day.

In tracing the genesis of our present day cultural attitudes towards sexuality, it seems clear that the single most powerful determinant has been Judeo-Christian doctrine. Roman Catholic doctrine has been particularly consistent over the past twenty centuries. Pleasure is shunned as a valid reason for sexual experiences. Only procreation justifies sexual intercourse. Premarital sex, homosexuality,

masturbation, and birth control are anathema (Taylor, 1970; Clemens, 1961).

### Recent History

It was not until the late 1800s when the first attempts were made to combine sex, love and marriage into one unique experience for men and women. For the first time the interpersonal meaning of sexual experience began to include affiliation, or love. Charles Knowlton, who authored the first known marriage manual, published in 1832, and Ezra Harvey Heywood, author of the first book on open marriages, argued that moderate pleasure gained from sexual expression within marriage was not sinful, but rather was a natural component of the human reproductive process and of the highest spiritual love between man and women (LoPiccolo and Heiman, 1977). These men, by publicly advocating for sexual freedom, created the climate for the work of sex researchers such as Ellis and Krafft-Ebing at the turn of the century and into the early 1900s.

Havelock Ellis (1936, 1942, 1964) believed that sexuality should be studied as a scientific discipline rather than leave it to the whims of theologians and moralists. His interest stemmed from his own discomfort

with the lack of information on sexuality. He states: "I determined that I would make it the main business of my life to get to the real natural facts about sex apart from all the would-be moralists or sentimental notions, and so spare the youth . . . the trouble which this ignorance has caused me" (1936, p. ix). Ellis's work created a public outcry, so much so that one George Bedborough was made famous in the annals of sex history when he was arrested for selling Ellis's books. Despite the furor, the study of sexual experience was, from this point on, no longer solely confined to the purview of the moralists, but was identified as a topic for scientific study.

Ellis was considered a radical in his time. Yet his attitudes towards masturbation and excessively frequent intercourse were quite similar to the moralists he wrote against. He describes the results of excessive sex as including acne, epilepsy, deafness, insanity and criminality. Popular authors were even more extreme in their views. McFadden (1900) writes: "Many married people will give themselves up to the embrace daily. . . . But not only its frequency but the manner in which it is performed are so unnatural . . . that the most

desperate cases of epilepsy and paralysis are frequently the direct and immediate results" (p. 38).

The work of Ellis and his peers brought sex out of the closet. Although they were reformers, they mirrored the dominant cultural value of their time: sex was a force that must be carefully controlled, sex must be less physical and mental harm results from excessive sex. By the 1920s sex was more openly discussed, more common premaritally, and emerged as a social phenomenon as a result of post-war adjustment (LoPiccolo and Heiman, 1977). Sigmund Freud contributed to this new-found sexual freedom by making sex the core of his view of personality development.

Most significant of Freud's contributions to the meaning of sexual experience was his dismissal of the Victorian notion that females did not have sexual feelings; thus the meaning of sexual experience for females could no longer be restricted to submission and procreation. Yet Freud continued to mirror the prevailing cultural attitudes. His conception of sex was based on anatomy: given the genital sex of a person, the stages of gender and personality development were preordained. Female sexuality was regarded as compensatory. To be healthy females had to be exclusively vaginal-centered,

give up clitoral pleasures, and adjust to the anatomical inferiority of not having a penis (Freud, 1905/1962). He further drew a sharp distinction between masculinity and femininity. Masculinity was active, dominant and directive; femininity was passive, submissive, and responsive (Freud, 1925/1959). Freud's personality theory identified the libido as the source of sexual energy. It was turbulent, uncontrolled, and needed to be tamed into more constructive modes of behavior.

Freud's theories led to much discussion but, unfortunately, little research. The importance of his work was gradually overshadowed by the works of Alfred Kinsey (Kinsey, Pomeroy, & Martin, 1948; Kinsey, Pomeroy, Martin, & Gebhard, 1953) and, later, by the contributions of William Masters and Virginia Johnson (1966, 1970). Freud's theories of sexuality were based on interpretation of a limited number of cases. Kinsey's work focused on quantifying sexual behavior in a descriptive manner and was an exhaustive attempt to develop an understanding of what kinds of sexual activities were practiced by the average person. This information allowed individuals to evaluate for themselves how often other males and females practiced "aberrant" sexual behaviors.

Given the asexual nature of the Victorian and Freudian concept of the idealized women some of the data gathered about female sexual practices was particularly shocking. Kinsey reported that 62 percent of women eventually masturbated, and that 85 percent of these women relied on labial and/or clitoral stimulation. The number of women studied (n = 5940) and their responses made it improbable that these women were "immature or masculine" as Freudian theorists would call them. The fact that orgasm during intercourse for women could be predicted by their orgasmic responses to any other sexual activity, including masturbation, challenged the biological naturalness of coitus as the only real form of sexual satisfaction. Thus, the verity of female sexuality gained more empirical identity thorough Kinsey's work. Although Gecas and Libby (1976) note that one of Kinsey's greatest shortcomings was his failure to take into account the meaning that sexual experience had for people, he did have a major impact on the perceived meaning of sexual experience for women. Most notably, women were shown to experience sex as a pleasurable activity and as being far less responsive to societal norms about sexual morality than was expected (Sherfey, 1973).

The publication of such facts shocked almost everyone. It provided important standards against which average persons could measure themselves. One effect of Kinsey's information was to normalize the sexual activities that were a part of people's sexual repertoires in spite of laws, religion, and Freud. His work, however, did little to break down the sharp discrepancies between masculine and feminine stereotypes. It did, in fact, support the notion that men had the greater libido: they masturbated more, had sexual experiences at an earlier age, and had a greater amount of extramarital affairs. His methodology suggests that these differences were probably natural and reflected inherent biological differences between the sexes (Bardwick, 1971). Finally, Kinsey's work served not only to bring sex "out of the closet" for the public at large, but also helped legitimize the study of sex as a research area for social scientists (D'Emilio & Freedman, 1988).

Masters and Johnson (1966) provided important research that challenged former ideas on male-female differences. Most importantly, they concluded that during the sexual response cycle, men and women responded more similarly than dissimilarly. In the sexual arousal stage both men and women experienced increased heart

rate, blood pressure, rate of breathing, genital vasocongestion, and skin flush. Contractions during orgasm occurred at the same time intervals for men and women. For both sexes, sexual response was a total body involvement. Their second book, Human Sexual Inadequacy (1970), challenged the Freudian notion that sexual dysfunction was a reflection of deep-seated emotional problems. Instead, they postulated that sex was a learned skill and emphasized sexual pleasure as a positive goal which could be attained through learning sexual pleasuring activities in a non-demanding and non-threatening environment.

Both Kinsey and Masters and Johnson added several important dimensions to the meaning of sexual experience for men and women. Kinsey supported the cultural viewpoint that it was the male's responsibility to initiate sexual activity and maintain an erection. Masters and Johnson reframed sexual activity as something at which one learned to be successful. Performance became a key factor for both men and women. "Successful sex" became something that one could achieve. Inadequacy in sex was a reflection of one's inability to "do it right." Finally, Masters and Johnson's work emphasized sex as a

pleasurable activity, and thus contributed to the erotic meaning of sexual experience.

Changes in Sexual Behavior and Attitudes:  
Fact or Fallacy

After Kinsey's initial studies on sexual behavior, research into sexual experience focused on two areas. The first involved a series of behavioral studies that attempted to establish whether or not, in an age filled with so-called liberalized societal attitudes towards sex, there has been a corresponding increase in the amount of sexual experience in which people engaged. The answer to this question was an emphatic yes. The second area posed a more difficult question. This research attempted to identify if, given that there had been a shift towards greater sexual experimentation among Americans, particularly college students, there had been a corresponding shift in the attitudes and beliefs that individuals hold towards sex. The following section will first identify the nature and extent of change in sexual behavior of college students and, second, address the question of whether or not there has been a significant shift in attitudes, beliefs and values that college students hold towards sex.

Numerous studies conducted in the late 1960s and 1970s chronicled the increasing prevalence of premarital intercourse and the general shift in sexual standards towards greater permissiveness (Bell & Chaskes, 1970; Finger, 1975; Hildebrand & Abromowitz, 1984; Hopkins, 1977; Kaatz & Davis, 1970; Reed & Weinberg, 1974). A comprehensive study which reviewed previous research on the sexual behavior of adolescents between the 1930s and 1970s was undertaken by Hopkins (1977). After taking into account discrepancies in data from various studies, and methodological issues associated with most of them, he was able to draw the following conclusions: (a) a greater number of college-age adolescents are sexually experienced now than in previous generations; (b) there has been a greater increase in the incidence of premarital intercourse for females than for males, although most surveys reported a higher absolute incidence for males; and (c) the data suggest a trend toward earlier sexual experience for both men and women.

In a series of studies conducted at the University of Virginia, Finger (1975) documented a substantial increase in the proportion of males engaging in premarital sexual intercourse. His first study, conducted during 1943-44, established that 45 percent of

male college students studied engaged in premarital sexual intercourse. In two follow-up studies conducted during 1967-68 and 1969-73 (both of which were replications of his original study) he found that the incidence of premarital intercourse among male college students increased to 61.8 percent in the 1968-69 study, and to 74.9 percent in the 1969-73 study.

Hildebrand and Abramowitz (1984) conducted a series of studies in 1969 that were replicated through 1981 and found that both male and female college students reported an increase in the frequency of premarital intercourse. Specifically, in their original study conducted in 1969, 56 percent of men and 41 percent of women engaged in premarital intercourse. These figures had increased substantially in their final study in 1981, to 70 percent and 61 percent for males and females, respectively. Their study also supported Kaats and Davis's (1970) finding that, although there had been an increase in both male and female incidence of intercourse, the change for women has been more marked and their frequency approaches that of men.

Changes in sexual behavior have been documented by a number of other researchers who, in addition to documenting increases in premarital intercourse among

college-age individuals, attempted to address the question of whether or not there was a corresponding change in attitudes towards sex. Alex Comfort (1976), in discussing the future of sexuality in the "post-sexual revolution" era wrote:

All that can be certainly predicted for the future is that the variety of patterns [in sexual relationships] will increase as individuals find the norms that suit them. For some, parenthood will still be the central satisfaction, carrying with it the obligation to [sic] giving their children the stability they require. For others sexuality will express total involvement with one person. For others, one or more primary relationships will be central, but will not exclude others, in which the recreational role of sex acts as bonding to supply the range of relationships formerly met by kin. . . . (p. 181)

Hopkins (1977) looked at the sexual revolution from a different perspective. He wrote:

The term "sexual revolution" is often used to characterize [changing] trends in sexual behavior. Although a popular term, it is imprecise. A shift towards sexual permissiveness in the behavior of young people has occurred. Such a shift may well be part of a larger liberal trend in adolescent behavior, but it does not imply a complete overthrow of established standards. (p. 83)

One way researchers have attempted to assess a change in attitude has been to look at whether or not there has been a change in the tendency to express

different standards for members of one's own sex than for members of the opposite sex or, in the popular term, the double standard. Kaats and Davis (1970) found that, despite a marked increase in premarital intercourse, there remained a strong adherence to the double standard. Specifically, males were found to view their peer and familial groups as only slightly or moderately disapproving of their having had premarital intercourse. They also felt that close friends would approve and support this behavior. Females saw all groups, including close friends and sorority sisters, as disapproving of their having premarital intercourse. They also found that the double standard was more closely adhered to when sexual behavior was most intimate (i. e. intercourse) and when there was no affection in the relationship. This last finding was later supported by McBride and Ender (1977). Results of their study indicated that there was substantial agreement between attitude and behavior when affectionate feelings existed in the relationship. They concluded that, although there had been a marked shift towards permissiveness, there was not a corresponding change in attitude towards sexual behavior.

In contrast, Bauman and Wilson (1976) compared attitudes towards premarital sex over a four year period

from 1968 to 1972. They concluded that there was a significant decrease in differences in attitudes towards premarital sex between men and women as well as less adherence to the double standard.

Sex role playing is another avenue along which sexual attitudes have been explored. Traditional sex role theory prescribe that men and women play different roles in sexual interactions. Men are expected to initiate sex while women are expected to set limits on the couples' sexual intimacy (Gagnon & Simon, 1973). Peplau, Rubin and Hill (1977) noted that "recent research on individual attitudes and sexual experience has documented an increasing convergence between the sexes over the past decade" (p. 89) and hypothesized that attitudinal changes on the individual level would not affect patterns of sexual interaction in couples.

In order to test their hypothesis they identified three types of orientation in couples: (a) sexually traditional, who felt that love alone was not a valid reason for intercourse, that marriage was a prerequisite, and that abstinence was a sign of love and faith; (b) sexually moderate, who considered love as a sufficient factor and long term commitment as unnecessary; and (c) sexually liberal, who considered

love a desirable factor for having sex, but not a necessary one. The major finding of their study was that, regardless of the orientation of the couple traditional sex role playing still existed in the majority of the couples, and that there was no significant difference among these groups. Several other findings of this study, more directly related to the meaning sex held its subjects, will be discussed later in this review.

The findings of Peplau et al. (1977) were later supported in a study conducted by LaPlante, McCormick and Brannigan (1980). One of the three hypotheses they tested was that students would stereotype resisting sexual intercourse as a feminine activity and initiating sexual intercourse as masculine. Their findings indicated that the participants both supported and used strategies considered stereotypic to their respective gender.

In contrast, Finger (1975) found a significant change in attitudes within the 30 year period of his study. The number of college students who condoned premarital intercourse changed from 51 percent in 1943 to 90 percent in 1973. He also notes the emergence of a "sex as pleasure" attitude in 1967. As this might

indicate, Finger found a decrease in moral and religious attitudes prohibiting premarital intercourse over the time period studied.

While Finger (1975) examined the change in attitudes over time and found that a greater incidence of intercourse was associated with a change in values, Istvan and Griffitt (1980) investigated the effects of the level of sexual experience of men and women on their evaluations of opposite-sex peers. They found that one's own degree of sexual experience had a direct affect on one's attitude about the desirability of others with varying levels of sexual experience. Inexperienced men and women and moderately experienced women did not rate highly experienced opposite-sex peers as desirable. Moderately experienced men and highly experienced men and women rated all opposite-sex peers as equally desirable.

While most researchers would agree that there have been changes in sexual behavior, it has been more difficult to assess whether there have been significant changes in attitudes about sex. Perhaps, as suggested by D'Emilio and Freedman (1988), the presently established method of investigating sex through the examination of attitudes and behaviors assumes too simple

and direct a relationship between one's beliefs and one's actions. It is their contention that the meaning of sexual experience must be taken into account in any discussion of sexuality.

Theories and Research  
on the Meaning of Sexual Experience

As early as 1970 Turner noted that "the sex act as a physiological experience is subordinated to its personal and social meaning" (p. 322). For Turner, meaning defined experience, and the effects of sexual relations depended on the meaning that people learned to attach to sex, and not upon any natural or innate significance.

Hessellund (1971) attempted to understand the meaning of sex for men and women by looking at an individual's motivation for engaging in sexual intercourse. He reasoned that motivation for sex could not simply be relief from physiological tension. If this was so, he postulated, masturbation would suffice. He also eliminated reproduction as a primary motivation for intercourse and concluded that motivation for sexual intercourse came chiefly from psychological sources. He wrote: "Sex is supposed to mean different things for men and women, but there is no acceptable evidence for inborn

biological differences. . . . This means that the point of departure must be the psychological aspects of sexual expression" (p. 263).

Gagnon and Simon (1973) also noted the importance of studying meaning in order to understand the "why" of sex. They state: "Rarely do we turn from a consideration of the organs themselves to the source of meanings that are attached to them . . . and the ways in which . . . activities are integrated into larger social scripts and social arrangements where meaning and social behavior come together to create sexual conduct" (p. 5). In order to study meaning they made reference to the idea of scripts which they applied explicitly to the area of sexual behavior. They define sexual scripts as "involved in learning the meaning of internal states, organizing the sequence of specifically sexual acts, decoding novel situations, setting limits on sexual responses, and linking meaning from nonsexual areas of life to a specifically sexual experience" (Gagnon and Simon, 1973, p. 19).

In a follow-up article Gagnon (1977) identified the components of the sexual script construct to include who one has sex with, what one does sexually, when (age or time of day), where, and why humans engage in approved

or disapproved sexual behaviors. In considering the last component, the "why" of sexual behavior, Gagnon lists the following reasons: having children, pleasure, lust, fun, passion, love, variety, intimacy, rebellion, degradation, instinct/needs, exploitation, relaxation, achievement and service. With the exception of the first, having children, all pertain to psychological factors and, hence, meaning.

In a previously cited study Finger (1975) examined the attitudes and behavior of male college students over a 30 year period. He noted that divergent behavior sometimes indicated similar underlying meanings. Individuals who engaged in premarital sex viewed it as an opportunity to enhance sexual skills and compatibility, and as a means by which to increase the likelihood for a successful marriage. The same reason was given by those who abstained from premarital sex; specifically, that this behavior increased respect and trust. Although religious and moral reasons were important in the early (1943) phase, almost no such reasons were mentioned in the later (1967) phase.

Gecas and Libby (1976) attempted to identify sexual meaning by looking at sexual symbolism. They conceptualized sexual experience through the constructs

of symbolic interaction and hypothesized that sexual symbolism creates sexual experience. The authors identified four codes of sexual behavior in contemporary American society. These included (a) the romantic code, which emphasized the value of love; (b) the traditional code, where sex outside of marriage is considered sinful; (c) the recreational code, which identifies sex as pleasure; and (d) the utilitarian code which "views sex as a means to some other end [and is] used to gain money (as in prostitution), or power (as in certain types of heterosexual bargaining) or prestige (status in one's peer group)" (p. 38).

The interpersonal meaning of sexual experience as a factor in understanding sexual dysfunction was looked at by Kaufman and Krupka (1973). In reporting on a sexual therapy group at Michigan State University they presented a number of interpersonal processes which, they believed, contributed to sexual dysfunction. These included (a) the early deprivation of one's need for affection, which results in the sexualization of the need for intimacy and confusion between sexual and affectionate needs; (b) guilt, where parents did not give their opposite-sex children permission to seek sexual gratification, and sex takes on a moral meaning; (c)

power struggles, where winning or being "right" becomes more important than being close; (d) hostility, identified as unexpressed anger or rage, which can lead to impotence, avoidance of sex, lack of orgasm, or a retreat into helplessness; (e) expectation, where a competency meaning of sexual experience can lead to debilitating anxiety; and (f) adequacy and potency, both related to expectations, which may lead to a fear of reprisals. These categories highlight different meanings of sexuality such as affiliation, morality, and dominance. When overemphasized, they were considered to contribute to sexual dysfunction.

Libby and Strauss (1980) surveyed past studies that attempted to link sexual arousal with aggression and noted that the results were conflicting. They hypothesized that contradictions among the studies could be explained by the failure of these studies to consider the subjective meaning of sexual acts. Referring to the work of Gagnon and Simon (1973) and Gecas and Libby (1976) they noted that "the symbolic meaning of sex must be considered to predict whether sexual activity will result in more or less aggression or violence. This plausible view has not been tested in research to date" (p. 137).

In order to test their hypothesis they considered two separate meanings of sexual activity: (1) dominant sex, where traditional men compete against other men for the sexual favors of a given person, and (2) affectionate sex, which is caring, loving sex, and usually associated with women. If sex connoted an act of male dominance, then sexual activity would be associated with the aggression and violence which typically accompany dominance. If, however, sex connoted an act of human warmth, then sexual activity would be associated with nonviolence. The results of their study showed the anticipated tendency for those high in interpersonally warm sex to be low in aggression and violence, and were therefore able to identify the meaning of sex to be a moderating variable.

Several other investigators have examined personality, motivational and emotional variables as they relate to current sexual behaviors and attitudes. A study conducted by Hobart (1958) examined sex differences related to love and suggested that males were more romantically inclined than females in paired relationships. Kanin, Davidson, and Scheck (1970) disputed this finding. They found that, although males tended to experience being "in love" earlier in

relationships, women more often perceived sexual relationships as a romantic experience.

Many other efforts were made in an attempt to assess male-female differences in the meaning of sex. At the turn of the century Havelock Ellis (1936, 1942) theorized that the sexual emotions of females are more closely associated with the level of the relationship than those of males. He wrote, "The masculine tendency is to delight in dominance; the female tendency is to delight in submission" (Ellis, 1942, p. 82). Reik (1960) contends that those who analyze heterosexual relations often fail to distinguish needs for affection from needs for physical sex. He postulated that the meaning of sexual experience for men involves a strong sexual desire, while women have a stronger need for affection. He stated that "The sexual urge of the male has an aggressive and even sadistic character, and the wish to intrude the female body amounts to a kind of forceful incursion" (p. 118). Morris (1978) suggested that women had a stronger commitment to the relational aspects of sex, while males focused on its recreational aspects.

Nearly all of the above studies suggest that sexual meaning for men is more closely associated with dominance, achievement and eroticism, while women find

meaning in romance and affection. Seguschi, Schmidt, Reinfeld, and Widemann-Sutor (1970) add an interesting note to this discussion. They presented sexually oriented slides to 50 male and 50 female subjects in order to elicit ratings of sexual arousal and favorableness/unfavorableness. As expected, women tended to react less favorably and report less arousal than men when viewing sexually explicit slides, but judged slides of romantic content more favorable and equally arousing (as compared with sexually explicit slides) when compared to men. In follow-up interviews with the subjects some interesting data emerged. Their conclusion is worthy of note:

Contrary to the sex-specific differences evident in emotional reactions, there do not seem to be significant differences with regard to the sexual-physiological reactions and the sexual behavior after the experiment. Women reported, almost as often as men, physiological reactions in the genital area and activation of sexual behavior after the experiment. (p. 22)

In the previously cited study by Hessellund (1971) he concludes "there is a great difference in the meaning of sex for young men and women" (p. 272). In assessing first coital experiences he was able to further support the contention that men were more achievement-oriented

than women, and that women tended to emphasize relational aspects more than men. Women were concerned about their ability to bring emotional warmth to the relationship while men tended to emphasize the technical aspects of the coital experience and felt that their self-image would be affected positively by their ability to perform adequately.

Pleck (1976), who has written extensively on male sex roles, adds some clarity to the discussion of achievement and affection for males in sexual relationships. He identified two fundamental themes for males: (1) stress on achievement, and (2) suppression of affect. He notes that this is a difficult area to study as the male sex role is somewhat in transition from the traditional dominant male "who expects women to acknowledge and defer to his authority" (p. 157), to the modern male "who expects companionship and intimacy in his relationships with women" (p. 157). He further comments, however, that although this transition appears to be desirable, it is not without cost. He argues that these changes have led to performance anxiety and the concept of frigidity in order to blame women for any lack of sexual satisfaction.

Gross (1978) took this argument one step further.

In his conclusion he argued that

. . . many of the influences emanating from a restrictive sex-type socialization process are maladaptive, and . . . that recent shifts away from the traditional "sexual animal" stereotype toward a modern "competent lover" image are largely surface alterations, [and] that both have their roots in the same learning process with similar pernicious results. (p. 87)

Gross (1978) identified two important themes that he considered central to the male sex role: (1) the centrality of sexual behavior to male gender identity; and (2) the relative isolation of sex from other aspects of male heterosexual relationships. In attempting to clarify the relationship between male sexual behavior/attitudes and general facets of the male sex role he identified several dimensions along which to link them. These included (1) goals and success; (2) control and power; and (3) aggression and violence.

Morality, religiosity, and conservatism have been identified by a number of researchers as a key component in understanding the meaning that sex holds for individuals. The relationship between religiosity and sexual behavior has been documented in a number of early studies (Kinsey et al., 1948, 1953; Bell & Chaskes, 1970; Ehrmann, 1959; Burgess & Wallin, 1953; Kanin & Howard,

1958). Similarly, the relationship between religiosity and sexual attitudes was studied by Dedman (1959), Cardwell (1969), Ruppel (1969), and Reiss (1967). Although these studies utilized a variety of ways of measuring religiosity and sexual standards, it can be stated generally that religiosity has been found to be inversely related to both the amount of premarital sexual behavior and the degree of premarital permissiveness (King, Abernathy, Robinson, & Balswick, 1976).

King et al. (1976) studied both behavior and attitudes and their relationship to religiosity within the same sample group. Unlike previous findings, they found there to be no significant relationship between religiosity and sexual behavior. One reason cited for this discrepancy was that previous studies looked primarily at church attendance in measuring religiosity while this study considered a broader definition which included measuring religious beliefs and attitudes. Religiosity was, however, inversely correlated with sexual attitudes, and more highly correlated among males than females.

Joe, Brown, and Jones (1976) studied the relationship of conservatism to amount of sexual experience. They found that high conservative subjects most often cited

their belief that premarital intercourse was morally wrong as a reason for not engaging in coital activities. Highly conservative subjects also reported a lower frequency and variety of sexual experiences when compared with low conservative subjects.

Finally, sex guilt (guilt about sexually related thoughts and behaviors) has also been addressed by a number of researchers. Langston (1973) found that an individual's sex guilt increased linearly as a function of religious affiliations. Mosher and Cross (1971) studied college students and found that high sex guilt was associated with low sexual experience.

Propper and Brown (1986) studied sex guilt in college females and its relationship to moral reasoning, sexual experience, and decisions about sexual activity. Their results indicate that women who tend to have high moral reasoning experience more sex guilt than those who are low on moral reasoning. They also tend to have less sexual experience than their counterparts and make decisions about sexual activity based on a fear of experiencing sex guilt.

All of the above studies contribute to the definition of meaning of sexual experience, although little has been done to consolidate the various meanings

that people ascribe to sexual behavior. Heath (1978) notes that few scientific studies of the psychological meaning of sexuality have been published. He wrote: "Not until researchers are willing to explore more systematically and as conscientiously the subjective psychological meaning of different sexual experiences . . . will we secure the information necessary to understand more objectively the significance of sexuality to the psychological health and continued maturity of a person" (p. 475).

One effort to do this was undertaken by Nelson (1978). He developed an instrument called The Sexual Function Measure (SFM), which examined the reasons subjects engaged in sexual relations. He established five factors: Pleasure Stimulation; Conformity; Acceptance, Personal Love and Affection; Power; and Recognition/competition. His research was one of the precursors to the work done by Grater and Dowling (1981, unpublished) who attempted to quantify the interpersonal meaning of sexual experience. The end product of their research was the development of the Meaning of Sexual Experience Questionnaire (MOSE), an instrument specifically designed to quantify the meaning of sexual experience for individuals. The MOSE and related

research appears to be the most direct attempt to quantify the meaning of sexual experience to date. Validity and reliability for the MOSE were established by Bernstein (1982). His work resulted in the final version of the MOSE, entitled the MOSE III.

The MOSE III consists of five scales that measure the meaning of sexual experience. Each scale consists of adjectives which describe a particular dimension of the meaning of sexual experience. The five scales are as follows: Affiliation, Inadequate/undesirable, Achievement, Moral, and Erotic/dominance. A detailed description of the reliability and validity of each scale can be found in Chapter 2 of this study.

An individual who finds the adjectives included in the Affiliation scale as descriptive of the meaning of sexual experience would appear to perceive sexual experience as a positive interpersonal relationship. This scale includes eleven adjectives: caring, warm, kind, loving, sincere, affectionate, intimate, trusting, gentle and mature.

The Inadequate/undesirable scale includes such adjectives as distant, resentful, evasive, flat, inhibited awkward, remote, disagreeable, and inept. An individual finding these adjectives descriptives would

be experiencing sexual experience in a negative way, and would have great difficulty in establishing close, intimate relationships as the sexual aspects of those relationships would more likely lead to distancing than intimacy.

The Achievement scale includes such adjectives as victorious, daring, assertive, successful, and capable. Taken out of context, these adjectives might be thought to describe a great athlete or successful businessman. In the context of the meaning of sexual experience an individual finding these adjectives would be said to perceive sex as a competitive interpersonal encounter.

The Moral scale includes nine adjectives: proper, moral, pure, dignified, clean, correct, righteous, honorable, and virtuous. It conveys a person who apprehends sexual experience in a very reserved, almost religious, fashion.

The final scale, Erotic/Dominance, is characterized by such adjectives as hot, erotic, titillating, aggressive, and demanding. An individual finding these adjectives descriptive of the meaning of sexual experience would consider sex to be a highly sensual and emotional experience. The dominance portion of this scale is distinguished from the Achievement scale in

that it is related to sexual pleasure, whereas dominance in the achievement scale is related to winning.

Since the development of the MOSE III it has been applied to a variety of studies compared the difference in the meaning of sexual experience between men and women, virgins and non-virgins, and heterosexual and homosexual men. Correlation studies were also conducted to assess the relationship between the meaning of sexual experience and sexual fantasies and sex-role orientation. The following studies bear direct relevance to this effort.

As a part of his initial study Bernstein (1982) assessed sex differences in ratings on each of the MOSE III scales and found that males scored significantly higher on the Achievement and Erotic/dominance scales while women scored higher on the Affiliation and Moral scales. Thus, sexual experience for men seemed to be related to a more highly eroticized, achievement-oriented, physical meaning, while the meaning of sexual experience for women was more closely identified within a positive interpersonal relationship. Women also tended to be more morally bound than men.

In a follow-up study, Garrison (1984) tested to see whether the sex role of the subject was a significant

variable to be studied which might account for some of the differences found in Bernstein's (1982) study. He examined the relationship between sex role and gender of the subject, both of which served as independent variables, and meaning of sexual experience, which was the dependent variable. The Bem Sex Role Inventory (BSRI), gender, and MOSE III were analyzed using a multivariate procedure. No interaction was established between sex role and meaning. In considering gender differences, however, significant differences were found on two of the MOSE III dimensions, Inadequate/undesirable, and Moral, with males scoring significantly higher on both dimensions. This was not consistent with Bernstein's (1982) findings. This appears particularly significant given that methodology and demographics in both studies were not significantly different, and that the studies were completed within one year of each other.

As previously mentioned, both Bernstein (1982) and Garrison (1984) cautioned that other factors may have served to confound their results. The factor most often cited as not considered was amount of sexual experience. This led the researchers to ask the question: Is the amount of sexual experience a significant factor to be

considered in assessing the difference in the meaning of sexual experience for men and women.

Sexual experience can be defined in several ways. "Petting," "heavy petting," masturbation, oral sex, anal sex and coitus are some of the terms and behaviors to be considered in assessing degree or amount of sexual experience. In all of the previously cited studies that assessed changes in sexual behavior among college students, experience was defined predominantly by measures of sexual intercourse. Although this seems to be the most easily defined behavior that can be measured in assessing whether differences in amounts of sexual experience among individuals affect the meaning that sexual experience holds for them, it may be somewhat misleading. For example, even though the amount of intercourse may be the same for any two individuals, the difference in the meaning of sexual experience between these individuals may vary considerably. Sex guilt, sex roles, and self-perception may vary considerably based on the number of sexual partners a person has (Coles & Stokes, 1985). It therefore appears essential to consider the number of sexual partners a person has as a primary variable in measuring sexual experience.

The intent of this study was to assess whether the amount of sexual experience a person has is a significant variable to be considered in understanding the differences in the meaning of sexual experience among individuals. In part, this study was a replication of the earlier works of Bernstein (1982) and Garrison (1984), both of whom investigated differences in the meaning of sexual experiences for men and women. For the purpose of this study, sexual experience was defined in three ways: (1) amount of sexual intercourse; (2) number of sexual partners; and (3) a combination of both amount of sexual intercourse and number of sexual partners. The MOSE III was used as a measure of the meaning of sexual experience. Both sex differences in the meaning of sexual experience and the effect of sexual experience on sexual meaning were tested against the null hypothesis.

#### Hypotheses

1. There will be no significant relationship in the self-reported ratings between men and women on each of the five scales of the MOSE III (Affiliation, Inadequate/un-desirable, Achievement, Moral and Erotic/dominance).

2. There will be no significant relationship in the self-reported ratings of individuals on the five scales of the MOSE III (Affiliation, Inadequate/un-desirable, Achievement, Moral and Erotic/dominance) and sexual experience (number of sexual partners, amount of sexual intercourse, and all interaction variables).

## CHAPTER 2 METHOD

### Subjects

Subjects for the present study were obtained from undergraduate psychology courses and residence halls at the University of Florida. Demographic information collected from the subjects included gender, age, and sexual preference. Since the data analyzed did not include the total sample, demographic information for both the total sample and analyzed sample can be found in Table 1.

Voluntary participation in the study was stressed. Subjects were advised of their rights pursuant to state and federal statutes and in accordance with American Psychological Association guidelines.

### Instruments

Both the Meaning of Sexual Experience Questionnaire, Form III (MOSE III, Appendix A) and an Information Questionnaire (Appendix B) were used in this study. Following is a brief description of each of these instruments.

Table 1  
Demographic Information  
for Total Sample and Analyzed Sample

	<u>Total Sample</u>	<u>Analyzed Sample</u>
N	255	181
Age	19.23	19.37
Gender		
Male	138	101
Female	117	80
Sexual Orientation		
Heterosexual	209	181
Homosexual	46	0
Virginity		
Virgin	30	0
Non-virgin	225	181

The MOSE III

This instrument lists a series of adjectives and asks the subject to rate how accurately each adjective describes the personal meaning of sex for the subject. A seven-point scale, from "not descriptive" to "highly descriptive," is used. Completion of the adjective list results in a rating of the five MOSE III subscales (Appendix C): (a) affiliation, which indicates a tender,

caring viewpoint of sex, and suggests that the subject would tend to perceive sexual experience as a very positive and meaningful experience; (b) inadequate/un-desirable, which indicates a negative view of sexuality, and suggests that the subject would have some difficulty in establishing close intimate relationships and more likely lead to distancing than intimacy; (c) achievement, reflecting competition and competency issues, and suggests an individual who perceives sexual experience as a competitive encounter; (d) moral, which indicates an ethical stance towards sex, and suggests an individual who perceives sexual experience in a reserved, almost religious fashion; and (e) erotic/dominance, which includes sexually oriented adjectives, and suggests an individual who would tend to perceive sexual experience as highly physical and emotional, and directly related to sexual pleasure.

Bernstein (1982) developed the MOSE III through a series of four studies which incorporated the 84 adjectives identified by Grater and Downing (1981, unpublished) in the MOSE II. These adjectives were purported to pertain to the meaning dimensions of morality, affiliation, pleasure, achievement, and dominance. The MOSE II was administered to 255 college

students using a 7-point rating scale to rate each adjective, in terms of the subject's meaning of sexual experience, ranging from "never or almost never" (1) to "always or almost always" (7). Several factor analyses were performed on the data in order to determine:

. . . the most meaningful factors both statistically and conceptually. The criteria levels for maintaining items were factor ratings of at least .40 on one factor and less than .30 on every other factor. In addition, oblique factor rotation was permitted as long as the correlation between factors was not substantially greater than .30 for any two factors. (Bernstein, 1982, p. 34)

A new list of adjectives was then constructed by Bernstein (1982), retaining items from the MOSE II and generating items that the author judged to be reflective of the emerging factors. The MOSE III includes 70 adjectives, with a 7-point rating scale ranging from "not at all descriptive" (1) to "completely descriptive" (7) (i.e., of the meaning of the subject's sexual experience). The MOSE III was administered to 326 college students and several factor analyses were run, utilizing the same criteria levels that were mentioned above for the MOSE II analysis. A total of five factors emerged from the final analysis, with a total of 54 adjectives. A list of the adjectives contained within

each of the five factors can be found in Appendix C. These factors include (1) affiliation; (2) inadequate/undesirable; (3) achievement; (4) moral; and (5) erotic/dominance. In this case, an orthogonal analysis was run, utilizing the criteria levels mentioned for the MOSE II, to determine if the factors would meet criteria with no intercorrelations. None of the adjectives loaded on a different factor from the factor on which they originally loaded in the oblique analysis.

Bernstein (1982) assessed the reliability of the MOSE III by using Cronbach's (1951) coefficient alpha (e.g., the average of all possible split-half reliability coefficients). A criterion level of .70 was adopted, as per Nunnally's (1978) suggestions. The alpha coefficients for the five factors were as follows: (1) .91 for affiliation; (2) .86 for inadequate/undesirable; (3) .84 for achievement; (4) .85 for moral; and (5) .69 for erotic dominance. Several different approaches were taken in order to assess the validity of the MOSE III. The 70 adjectives were administered to 67 students, who were asked to categorize the items in terms of "don't understand at all," "have some idea," and "know what it means." Of the 70 words, only two were categorized as "don't understand at all" by more than two students (e.g.,

"amorous," "titillating"). This precluded definition problems as possible threats to the validity of the MOSE III. Content validity, according to Bernstein (1982) was demonstrated by the selection of adjectives along conceptual guidelines and by the successful prediction of three out of the five hypothesized dimensions (e.g., affiliation, morality, and achievement). The other two emergent factors (e.g., inadequate/undesirable and erotic dominance) were seen as "conceptually cohesive" and, therefore, also supportive of content and, partially, construct validity. Nelson's (1978) previously reviewed Sexual Functions Measure (SFM) was utilized to assess the convergent validity of the MOSE III. A sample of 70 students (i.e., 33 females and 37 males) were administered the SFM and the MOSE III, with predicted correlations between the following factors on the instruments: (1) "affiliation (MOSE III) with personal love and affection" (SFM); (2) "achievement (MOSE III) with power, recognition, and competition (SFM)"; and (3) "erotic dominance (MOSE III) with pleasurable stimulation (SFM)" (Bernstein, 1982, p. 53). The correlations were significant for gender in some cases, but overall, only weak support for the convergent validity of the MOSE III was demonstrated.

### Information Questionnaire

In addition to requesting demographic data, this questionnaire was designed to answer two questions: (a) with how many persons has the subject had a sexual relation; and (b) how many times has the subject had sexual intercourse. In order to control for random the subject is asked a series of questions that prompt the subject to recall each person with whom they have had sexual intercourse, and to estimate the number of times that they had intercourse with this person. The subject is then asked to add both the number of persons with whom they had sexual intercourse and the number of times they had sexual intercourse.

A pilot study was undertaken in order to assess the validity of this instrument. Ten subjects, five females and five males, were randomly selected from a residence hall activity group at the University of Florida. Each subject was given the instrument to complete in the same manner that was planned for this study. One month later subjects were individually questioned by an impartial examiner to assess whether their original responses to the instrument were consistent with the responses given to the examiner. The examiner was unaware of the responses given on the paper and pencil administration.

Eight of the ten subjects reported the same number of partners and same amount of intercourse. One of the respondents was a virgin at the time of the first administration and had since become involved in a sexual relationship. Another subject was able to recall one additional partner with whom they had sexual intercourse on one occasion. It was therefore determined that this instrument was reliable for the purpose of this study.

#### Procedure

Subjects were provided with a general explanation of the purpose of the study, given a Statement of Informed Consent (Appendix D), and instructed as to how to complete both questionnaires. Subjects were also provided with envelopes and instructed to place completed questionnaires in the envelope, seal the envelope, and return it to the examiner. Complete anonymity was assured. A general explanation was provided for those subjects who requested a definition of an adjective from the MOSE III Questionnaire

A total of 287 sets of questionnaires were given out. Of these, 255 were returned. Forty-six of the respondents reported themselves to be homosexual, and were eliminated from the study. Thirty subjects who

reported themselves to be virgins were also eliminated from the study. It was felt that the meaning that virgins would ascribe to sexual experience would not be compatible with experience as measured in this study. Twenty-seven additional subjects were also eliminated from the study because of incomplete or improperly completed questionnaires.

### CHAPTER 3 RESULTS

A multiple regression analysis was used in order to test the statistical hypothesis that there is no significant relationship between each of the subscale scores on the MOSE III and sex, number of partners, or number of times a person had intercourse. In each case a number of models were tested for each of the subscales (affiliation, Inadequate/undesirable, achievement, moral, and erotic/dominance) of the MOSE III. For each model the dependent variable was the scores for the appropriate scale on the MOSE III.

In these models the sex of the subject, the number of sexual partners of the subject, and the number of times a subject had had intercourse (hereafter referred to as amount of intercourse) were used as independent variables. In addition, four interaction variables were computed in order to test for interaction between the independent variables. These included the following:

1. sex x number of partners
2. sex x amount of intercourse
3. number of partners x amount of intercourse

4. sex x number of partners x amount of intercourse.

All possible models were tested. Each of the independent variables was used singly, and in combination with each of the other independent variables. Models were also used to test each of the three primary independent variables with combinations of the interaction variables. A total of fifteen different models were tested for each of the independent variables.

The results included (a) the correlation between each of the three independent variables and each of the subscale scores; (b) statistics for the full models (including the three independent variables and the four interaction variables); and (c) statistics for the most adequate models. The most adequate model is defined as the strongest predictive capability as demonstrated by the R-square as well as the efficiency of prediction as expressed through the statistical significance of the regression equation for each of the dependent variables.

Following is an analysis of the relationship between each of the subscales of the MOSE III and the independent variables of sex, number of partners, and amount of intercourse. A summary of this analysis summarized in Table 2.

Table TwoCorrelations for Each of the MOSE III Scales  
with the Independent Variables Tested

	<u>Sex</u>	<u>Number of Partners</u>	<u>Amount of Intercourse</u>
Affiliation	.174*	.090	.088
Inadequate/ undesirable	-.032	.090	-.111
Achievement	-.146*	.198**	.194**
Moral	-.115	-.036	.029
Erotic/ Dominance	-.055	.227**	.164*

\* $p < .05$ \*\* $p < .01$ Affiliation

The correlations for sex, number of partners and amount of intercourse with the affiliation scores are contained in Table 2. Of these, only sex ( $r = .17$ ) is statistically significant. The positive direction indicates that females were higher on this subscale.

For the full model the R-square is .068 and is not significant ( $F = 1.89$ ,  $df = 7,181$ ,  $p = .07$ ). The only significant independent variable is sex which has a

positive regression coefficient of 5.39 with a  $t$ . value of 2.23,  $p = .03$ .

The most adequate model involves the three independent variables and the interaction variable, number of partners x amount of experience. In this analysis the R-square = .062 ( $F = 3.04$ ,  $df = 4,184$ ,  $p = .02$ ). In this case sex is significant ( $t = 2.20$ ,  $p = .03$ ) and positively related to affiliation scores. Number of sexual partners is negatively related and significant ( $t = -2.03$ ,  $p = .04$ ). The interaction of number of partners x amount of experience is positively related to affiliation but not significant ( $t = 1.28$ , n.s.).

#### Inadequate/Undesirable

The correlations for sex, number of partners and amount of intercourse with inadequate/undesirable scores are also contained in Table 2. They are all small and non-significant.

In the full model the R-square is equal to .039 ( $F = 1.04$ ,  $df = 7,181$ , n.s.).

The most adequate model includes only number of partners and amount of intercourse as variables. For this model R-square = .032 ( $F = 3.11$ ,  $df = 2,186$ ,  $p <$

.05). The number of partners is positively associated ( $t = 2.01$ ,  $p < .05$ ) and the amount of intercourse is negatively associated and also significant ( $t = -2.16$ ,  $p = .03$ ). This suggests that the higher the number of partners, the higher the score on this subscale, and the lower the amount of intercourse, the higher the score on this subscale.

#### Achievement

The correlations for sex, number of partners and amount of intercourse with the achievement scores are contained in Table 2. All three correlations are significant with sex correlating  $-.15$  ( $p < .05$ ), number of partners correlating  $.20$  ( $p < .01$ ), and amount of intercourse correlating  $.19$  ( $p < .01$ ).

The full model for the achievement scores produced a highly significant R-square of  $.146$  ( $F = 4.45$ ,  $df = 4,181$ ,  $p < .001$ ). This suggests that the independent variables in combination provide a highly significant estimate of achievement scores. Of the independent variables in this analysis, however, none were found to be individually statistically significant predictors of achievement scores. The only variable approaching statistical significance was sex ( $t = -1.61$ ,  $p = .11$ ).

The negative direction of the relationship indicates that, in general, males had higher achievement scores than did females.

Of the models tested the most significant included the three primary variables together with the interaction term involving number of partners X amount of intercourse ( $F = 7.19$ ,  $df = 4,184$ ,  $p < .001$ ). The R-square for this analysis was .135. In this analysis the regression coefficient for each of the independent variables was significant. As before, sex had a negative relationship indicating higher achievement scores for males ( $t = -2.07$ ,  $p < .04$ ). Number of partners was positively associated with achievement scores with a t-value of 3.88 ( $p < .001$ ). Amount of intercourse was also positively associated with achievement scores ( $t = 2.94$ ,  $p < .01$ ).

The interaction term (product of number of partners and amount of intercourse), however, has a negative regression coefficient ( $-0.0005$ ,  $t = -3.40$ ,  $p < .001$ ) suggesting that for each of the two variables there is a non-linear relationship to achievement scores.

### Moral

The correlations for sex, number of partners and amount of intercourse with moral scores are contained in Table 2. None of these are statistically significant.

In the full model the R-square = .038 ( $F = 1.01$ ,  $df = 7,181$ , n.s.) indicating that there is very little predictive power for all of the independent variables. In considering all of the independent and interaction variables individually, none were found to be significant.

The most adequate model includes only sex. For this model the R-square = .013 ( $F = 2.49$ ,  $df 1,187$ ,  $p = .12$ ). This is also not statistically significant.

### Erotic/Dominance

The correlations for sex, number of partners and amount of intercourse with erotic/dominance scores are contained in Table 2. Both number of partners ( $r = .23$ ) and amount of intercourse ( $r = .16$ ) are positive and significant.

In the full model the R-square = .125 ( $F = 3.69$ ,  $df 7,181$ ,  $p < .001$ ). In this analysis none of the variables are significant on their own.

Of the models tested the most significant included the three primary variables together with an interaction term involving number of partners x amount of intercourse. The R-square for this analysis was .122 ( $F = 6.37$ ,  $df = 4,184$ ,  $p < .001$ ). Number of partners is the most significant variable and is positive ( $t = 4.31$ ,  $p < .001$ ). The interaction term is negative and is also highly significant ( $t = -3.52$ ,  $p < .001$ ). The amount of intercourse is also positive and significant ( $t = 2.22$ ,  $p = .03$ ). Sex is not significant ( $t = -.68$ , n.s.). This suggests that eroticism is best predicted by the number of partners. It is also related to a greater number of sexual experiences; however, the negative interaction term indicates that the relationship is not a multiplicative one, and that people with the highest number of partners and amount of intercourse are not necessarily those with the highest erotic scores.

#### CHAPTER 4 DISCUSSION

As presented in the literature review, an understanding of the history of the meaning of sexuality in America and of the societal forces affecting current meaning is necessary in considering the results of this study. The dominant meaning of sex in American society has changed during American history from a primary association with reproduction within families to a primary association with intimacy and physical pleasuring. D'Emilio & Freedman (1988) write:

In the colonial era, the dominant language of sexuality was reproductive, and the appropriate locus for sexual activity was in courtship or marriage. In the nineteenth century, an emergent middle class emphasized sexuality as a means to personal intimacy. . . . Gradually, commercial growth brought sex into the marketplace. By the twentieth century, when individuals had replaced the family as the primary economic unit, the tie between sexuality and reproduction weakened further. Influenced by psychology as well as the growing power of the media, both men and women began to adapt personal happiness as the primary goal of sexual relations. (p. xvi)

The late 1970s saw the effects of the marketing of sex, lobbying by women and homosexuals for equality, and

new demographic patterns, all of which fostered substantially altered sexual attitudes and behaviors. The 1980s brought a backlash of conservatism that challenged Americans to abandon the sexual permissiveness of the prior two decades. Religious and political traditionalists, distressed by the reorientation of sexual values that occurred since the 1960s, mounted a campaign to restore the country's sexual standards to a more restrained, family-oriented, stance. Debates about sex, rather than remaining the province of feminists and gay liberationists, began to polarize American politics. It is against this backdrop, and the more recent controversies generated by the AIDS epidemic, that this study was completed.

In part, this study was a replication of the earlier works of Bernstein (1982) and Garrison (1984), both of whom investigated differences in the meaning of sexual experience for men and women. Methodology for this study was modeled after the work of Bernstein and Garrison, and the sample studied was similar in all possible respects. In addition, this study investigated the effects of objective sexual experience (number of partners, amount of intercourse) on the subjective meaning of sexual experience (scores on MOSE scales of

Affiliation, Inadequate/undesirable, Achievement, Moral, and Erotic/dominance). In reviewing the results of this study it would be helpful to refer to the list of adjectives (Appendix C) contained within each of the scales.

A multiple regression analysis was performed which tested the relationship of the independent variables to scores on each of the scales of the MOSE III. This method of analysis was chosen in order to achieve the strongest possible validity while controlling for each independent variable singly, and in combination with other independent variables.

The remainder of this chapter will explore five topics. The first two are the variables sex and experience. The final three sections will discuss limitations of the study, implications for counseling, and directions for future research.

It is important to note that the MOSE III was designed to measure the degree to which each of the five scales reflects the meaning of sexual experience for that individual. There are no critical values nor are there any assumptions that one meaning or combination of meanings is better than any other. This factor must be taken into consideration when looking at sex differences.

### Sex

As discussed earlier, the sex differences found by Bernstein (1982) were not supported by Garrison (1984). Bernstein's findings that males scored significantly higher on the Achievement and Erotic/dominance scales and women scored higher on the Affiliation and Moral scales were partially supported in the present study. Garrison's findings, with males scoring higher on both the Inadequate/undesirable and Moral scales, were not supported.

In the present study sex was found to be significant for two of the five variables, Affiliation and Achievement. Females scored higher on the Affiliation scale when tested singly, in the full model, and in the most adequate model. Conversely, males scored higher on the Achievement scale when tested singly, in the full model, and in the most adequate model.

That females scored significantly higher on the Affiliation scale lends support to the theoretical and empirically derived contentions that women are more interested in the emotional/relational aspects of sex. This is compatible with Reik (1960), Morris (1978),

Kamin, Davidson & Schek (1978) all of whom identify a stronger need for affection and romance in the sexual relationships of women. It is not surprising that women would continue to score highly on this dimension. Although there has been significant change in women's roles in the past twenty years (e.g., increased opportunity for women to enter male-dominated professions) there is little evidence to indicate that they place less emphasis on traditional relationship values.

Males' lower scores on this dimension may be indicative of their suppression of affect, as noted by Pleck (1976) or of Gross' (1978) contention that the modern male image of a more affiliative, relationship-oriented male is only a superficial alteration of the traditional male sex role. Perhaps lower male scores on Affiliation can be better understood when they are examined in conjunction with the differences found between male and female scores on the Achievement dimension of the MOSE III.

A significant correlation was found between men and Achievement. This indicates that when presented with adjectives like victorious, mighty, capable, daring, assertive and successful, men give stronger endorsement

to these as characteristic of their sexual activity than do their female partners. This is not surprising as it is a clear reflection of the role men take in both sexual and business relations and can be seen as somewhat incompatible with the Affiliation themes of loving, caring, kind, sincere and gentle.

As described by Gagnon and Simon (1973), traditional male sex roles identify males as the initiator in sexual activity and as concerned with competence and achievement. Hesselund (1971) points to men as more concerned with adequate performance than emotional warmth when describing their early coital experiences. These and the results of other researchers (Kamin, Davidson & Scheck, 1970; Morris, 1978; Pleck, 1976) are supported by the sex differences found in this study.

On three dimensions of the MOSE III (Erotic/dominance, Moral, Inadequate/undesirable) no differences were found for sex. This indicates that men and women in the study endorsed these characteristics equally; it does not indicate that the subjects found these dimensions irrelevant to their symbolic meaning of sex. For example, men and women gave equivalent ratings to such adjectives as forceful, aggressive, erotic and hot (Erotic/dominance

items) while, as previously noted, men gave stronger responses to the Achievement items.

### Experience

Both Bernstein (1982) and Garrison (1984) identified sexual experience as a factor to be examined in future work with the MOSE III. The results of this study point to the importance of this variable in understanding the meaning of the sexual experience. The independent variables, amount of intercourse and number of partners, were identified as distinct measures of experience in pilot work completed prior to the start of this study. The results of the present study indicate that amount of intercourse and number of partners were significant singly and in combination for several of the MOSE III scales.

On the Affiliation dimension, the most adequate model included the three independent variables and the interaction, number of partners x amount of intercourse. This model was found to be significant as was the number of sexual partners. This indicates that as the number of partners increased, there was less likelihood that the subject endorsed items on the Affiliation scale. The interaction of number of partners and amount of

experience was included in the most adequate model and was positively related to affiliation. However, the effects of this interaction did not reach significance.

On the dimension Inadequate/undesirable the most adequate model included only the two experience variables. Number of partners was positively associated and amount of intercourse was negatively associated. Both variables reached significance. The strength of these results indicate that the type of sexual experience influenced subjects' responses to such scale items as resentful, inhibited, distrustful and inadequate. Subjects with a greater number of partners tended to attribute many negative meanings to the sexual experience. However, those subjects with greater amounts of intercourse did not endorse as many negative items as those with less experience. This seeming contradiction may be due to the possibility that subjects with many partners may not have had the opportunity to develop long-term sexual relationship with any one person and thus remain uncomfortable with intercourse. Subjects with greater amounts of intercourse are more likely to have had extended relationship with one or more partners.

The significance of the experience variables was evidenced again on the Achievement dimension. Number of

partners and amount of intercourse both correlated significantly with the Achievement scale. In the most adequate model both variables were positively associated with achievement scores. The interaction term number of partners x amount of intercourse had a significant negative coefficient. This indicates that subjects who are high both in number of partners and amount of intercourse did not score significantly higher on the Achievement dimension than subjects high on only one. This may suggest that at a certain level of experience the importance of the sexual experience as an achievement declines.

The results on the Erotic/dominance scale were similar to those found for achievement. Number of partners had a significant positive correlation with erotic/dominance scores and it was found to have a highly significant positive coefficient in the most adequate model. Amount of intercourse was also correlated positively and had a significantly positive coefficient. These findings indicate that subjects with either a higher amount of intercourse or a high number of sexual partners would strongly ascribe adjectives such as hot, titillating, erotic and ecstatic to the meaning that sex holds for them. Once again the interaction of number of

partners and amount of intercourse was significant and negative. This indicates that the relationship between the two experience variables is not a multiplicative one, and suggests that subjects high on both are not necessarily the highest scorers on the Erotic/dominance scale.

There were no significant findings for the dependent variable moral. This indicates that neither experience variable nor any interaction of variables adequately predicted scores on the moral dimension. These results neither support nor refute Finger's (1975) belief that there has been a decrease in the moral prohibition of intercourse. They do indicate that experience (and sex, as noted previously) is not a factor in subjects' endorsement of such Moral items as proper, pure, clean and virtuous.

In summary, both of the independent variables (number of partners, amount of intercourse) used to measure experience proved to be worthy of study. They did not, however, hold equal weight in many instances, thereby demonstrating the need to assess sexual experience by measuring at least two different variables. Also worthy of note is the interaction term number of partners and amount of experience. In two cases where

significance was established when testing this interaction term against a dependent variable the results equalled a negative coefficient. This suggests that there are significant differences in the kinds of variables used to measure experience, It also suggests that a preponderance of experience in both of the variables studied would not necessarily indicate a higher score on any scale than would any single experience variable.

#### Limitations of the Study

All of the conclusions that have been drawn from the results of this study can be said to apply to a heterosexual, non-virgin, college-age population. It is not possible to determine, based on the sample studied, whether the results can be generalized to other populations, although this can be determined by future empirical research.

The age of the sample studied is a particular limitation that bears further discussion. Although all of the subjects studied can be said to have had some degree of sexual experience, that experience is necessarily limited by age. Although marital status was not assessed it might be assumed that the greater majority of the sample studied was single given the age

of the sample. Other factors such as life experience, work experience and increases in sexual experience over time might yield different results. The sample studied can be said to be at the beginning of their experience in sexual relationships when compared with life expectancy.

### Implications

Although sex differences in the meaning of sexual experience (where males scored higher on achievement and females scored higher on affiliation) are consistent with stereotypic sex roles, this finding should not be taken for granted. Equally important, and somewhat inconsistent with sex role stereotyping, was the lack of significant differences in the three other dimensions studied (Moral, Inadequate/undesirable and Erotic/dominance). These findings support the clinical practice of assessing differences on an individual basis without prejudice. Although this a commonly held clinical stance this study highlights the importance of extending this practice when considering sexual meaning.

The results of this study indicate that experience is a significant variable to be considered by the researcher when assessing the difference in the meaning

of sexual experience for individuals. Experience itself was shown to be made up of at least two factors. When these factors were considered separate and distinct variables, and when considered together as one, they tended to yield different results. This should be taken into account in any future research effort.

The results also support the contention that sexual experience is an important factor to be considered by the clinician in both counseling and clinical settings, as it has a direct effect on the meaning that sexual experience holds for individuals. It was also demonstrated that the clinician should take care in the way that experience is measured, as differing types of experience can yield different results when assessing the impact of sexual experience on individuals.

One further implication can be found in looking at the interaction term which included both amount of intercourse and number of sexual partners. It appears that, when both of these factors are considered together, relative meaning on at least two of the subscales decreased in relation to those who scored high on either measure of experience when considered independently. It may be that these dimensions reflect sexual meaning for the population sampled in the original creation of the

instrument, and that meaning may change to include other, not yet identified, dimensions that would be conspicuous in older, more experienced populations.

#### Directions for Future Research

The results of this study support the contention that there is a difference in the meaning of sexual experience between men and women, and that experience is an important factor to be studied in order to better understand differences in meaning. In that the MOSE III has proven to be an important tool in helping assess these differences, other researchers could study differences in the meaning of sexual experience among populations not covered by this study. These might include single parents, homosexuals, discrete ethnic groups and the elderly. Another effort which could add significant knowledge to our understanding of sexuality would be to attempt a longitudinal study that would measure changes in meaning over time, as well as test changes in sexual meaning against other variables such as career experience, family, changes in marital status or changes in socio-economic status. This would provide a broader picture of whether these factors have an impact on sexual meaning.

Finally, other researchers may wish to further explore the establishment of other factors that may be more meaningful for groups not yet researched. The factors of Achievement, Inadequate/undesirable, achievement, Moral, and Erotic/dominance should not be considered as the only meaning of sexual experience. Rather, the MOSE III should be considered as a first attempt to measure sexual meaning. Its successful application in clinical settings may prove a useful tool for the population it was normed on. There may be other refinements and changes that could be attempted in order to develop similar instruments that can be applied in a variety of settings with differing populations.

APPENDIX A  
 THE MEANING OF SEXUAL EXPERIENCE QUESTIONNAIRE  
 (Grater & Dowling, 1981)

Directions: Sexual experiences have various meanings for different people. The unique meaning that sexual experience has for you may be the result of your actual experience with kissing, petting, intercourse, oral sex, etc., or they may be the result of your thoughts, fantasies, or reading about sexual experience.

On the following pages you will find a list of 70 adjectives. Indicate, by circling a number from 1 to 7, how descriptive each of these adjectives is of your personal meaning of sexual experience or, in other words, what your sexual experience means to you.

Circle 1 if the adjective is NOT DESCRIPTIVE.  
 Circle 7 if the adjective is HIGHLY DESCRIPTIVE.

Use the numbers 2, 3, 4, 5, or 6 if the adjective is between being NOT DESCRIPTIVE and being HIGHLY DESCRIPTIVE.

PLEASE DO NOT LEAVE ANY ADJECTIVES UNMARKED.

---

	NOT DESCRIPTIVE				HIGHLY DESCRIPTIVE			
1. inept	1	2	3	4	5	6	7	
2. honorable	1	2	3	4	5	6	7	
3. masterful	1	2	3	4	5	6	7	
4. titillating	1	2	3	4	5	6	7	
5. demanding	1	2	3	4	5	6	7	
6. muted	1	2	3	4	5	6	7	
7. submissive	1	2	3	4	5	6	7	
8. unselfish	1	2	3	4	5	6	7	

	NOT DESCRIPTIVE				HIGHLY DESCRIPTIVE			
9. dignified	1	2	3	4	5	6	7	
10. remote	1	2	3	4	5	6	7	
11. erotic	1	2	3	4	5	6	7	
12. aggressive	1	2	3	4	5	6	7	
13. frigid	1	2	3	4	5	6	7	
14. victorious	1	2	3	4	5	6	7	
15. futile	1	2	3	4	5	6	7	
16. proper	1	2	3	4	5	6	7	
17. hot	1	2	3	4	5	6	7	
18. forceful	1	2	3	4	5	6	7	
19. righteous	1	2	3	4	5	6	7	
20. offensive	1	2	3	4	5	6	7	
21. dominant	1	2	3	4	5	6	7	
22. moral	1	2	3	4	5	6	7	
23. clean	1	2	3	4	5	6	7	
24. infantile	1	2	3	4	5	6	7	
25. timid	1	2	3	4	5	6	7	
26. affectionate	1	2	3	4	5	6	7	
27. capable	1	2	3	4	5	6	7	
28. uninhibited	1	2	3	4	5	6	7	
29. distrustful	1	2	3	4	5	6	7	
30. appropriate	1	2	3	4	5	6	7	

	NOT DESCRIPTIVE				HIGHLY DESCRIPTIVE			
31. flat	1	2	3	4	5	6	7	
32. potent	1	2	3	4	5	6	7	
33. ecstatic	1	2	3	4	5	6	7	
34. winning	1	2	3	4	5	6	7	
35. distant	1	2	3	4	5	6	7	
36. virtuous	1	2	3	4	5	6	7	
37. inhibited	1	2	3	4	5	6	7	
38. awkward	1	2	3	4	5	6	7	
39. pure	1	2	3	4	5	6	7	
40. outgoing	1	2	3	4	5	6	7	
41. inadequate	1	2	3	4	5	6	7	
42. correct	1	2	3	4	5	6	7	
43. mighty	1	2	3	4	5	6	7	
44. sincere	1	2	3	4	5	6	7	
45. evasive	1	2	3	4	5	6	7	
46. amorous	1	2	3	4	5	6	7	
47. successful	1	2	3	4	5	6	7	
48. fond	1	2	3	4	5	6	7	
49. caring	1	2	3	4	5	6	7	
50. exciting	1	2	3	4	5	6	7	

	NOT DESCRIPTIVE				HIGHLY DESCRIPTIVE			
51. gentle	1	2	3	4	5	6	7	
52. discrete	1	2	3	4	5	6	7	
53. disagreeable	1	2	3	4	5	6	7	
54. assertive	1	2	3	4	5	6	7	
55. intimate	1	2	3	4	5	6	7	
56. mature	1	2	3	4	5	6	7	
57. daring	1	2	3	4	5	6	7	
58. loving	1	2	3	4	5	6	7	
59. imaginative	1	2	3	4	5	6	7	
60. kind	1	2	3	4	5	6	7	
61. undesirable	1	2	3	4	5	6	7	
62. sensual	1	2	3	4	5	6	7	
63. sacred	1	2	3	4	5	6	7	
64. tactful	1	2	3	4	5	6	7	
65. resentful	1	2	3	4	5	6	7	
66. inventive	1	2	3	4	5	6	7	
67. trusting	1	2	3	4	5	6	7	
68. determined	1	2	3	4	5	6	7	
69. serious	1	2	3	4	5	6	7	
70. warm	1	2	3	4	5	6	7	

APPENDIX B  
THE MEANING OF SEXUAL EXPERIENCE  
INFORMATION SHEET

Directions: Please answer each of the following questions as accurately and as honestly as you can. Please do not leave any questions unanswered.

1. Sex: Male\_\_\_ Female\_\_\_
2. Age\_\_\_\_\_
3. Which of the following best describes your sexual orientation?
  - a. heterosexual\_\_\_
  - b. Homosexual\_\_\_
  - c. Bisexual\_\_\_
  - d. Asexual\_\_\_
  - e. Other\_\_\_
  - f. Do not prefer to answer\_\_\_
4. Please circle the number between 1 and 7, with 1 being "inexperienced" and 7 being "very experienced," that you think best describes how sexually experienced you consider yourself to be.

INEXPERIENCED

EXPERIENCED

1    2    3    4    5    6    7

5. Have you ever had sexual intercourse? Yes\_\_\_ No\_\_\_
6. If you answered yes to question # 5, how old were you when you first had sexual intercourse? \_\_\_years old.
7. Do you remember the name of the person with whom you first had sexual intercourse? Yes\_\_\_ No\_\_\_. If you answered yes to this question, answer the following:
  - a. How long did you "go out" with this person? \_\_\_weeks/months/years (circle one)
  - b. How many times did you have sexual intercourse with this person in the course of a week\_\_\_ month\_\_\_ year\_\_\_

- c. How many times would you estimate that you had sexual intercourse with this person throughout the time you knew him/her? \_\_\_\_\_times.
8. Do you remember the name of the second person with whom you had sexual intercourse? Yes\_\_\_\_ No\_\_\_\_. If you answered yes to this question, answer the following:
- How long did you "go out" with this person?  
\_\_\_\_\_weeks/months/years (circle one)
  - How many times did you have sexual intercourse with this person in the course of a week\_\_\_\_  
month\_\_\_\_year\_\_\_\_
  - How many times would you estimate that you had sexual intercourse with this person throughout the time you knew him/her? \_\_\_\_\_times.
9. Please complete the chart on the following page according to the directions below:

Column One: List the initials of all the persons you can remember with whom you have had sexual intercourse. Be sure to include the first two partners mentioned on the previous page. IF YOU CANNOT REMEMBER THE PERSON'S NAME INDICATE SO BY THE LETTER "X". Be sure to include all instances you can remember.

Column Two: For each person in Column One list the length of time that you were sexually active (i.e. having sexual intercourse) with this person. Be sure to indicate whether you are reporting days, weeks, months or years.

Column Three: For each person listed in Column One, list the total number of times that you have had sexual intercourse with this person.

If you are not sure of this number you may estimate it by multiplying the approximate number of times that you had sexual intercourse with this person in the course of a week or month or year by the length of time that you were sexually active with this person.

For example, if you estimated that you had sexual intercourse three times a week and you were sexually active with this person for one-half year, you could estimate that you had sexual intercourse approximately 78 times (three times a week multiplied by 26 weeks equals 78 times).

Put this final number in Column Three.



APPENDIX C  
ADJECTIVES FOUND ON THE MOSE III

<u>Affiliation</u>	<u>Inadequate/ Undesirable</u>	<u>Achievement</u>	<u>Moral</u>	<u>Erotic/ Dominant</u>
caring	distant	daring	proper	hot
warm	resentful	imaginative	moral	forceful
kind	evasive	inventive	pure	titillating
loving	futile	victorious	dignified	erotic
sincere	flat	mighty	clean	aggressive
gentle	inhibited	determined	correct	demanding
fond	awkward	outgoing	righteous	ecstatic
affectionate	timid	winning	honorable	
intimate	frigid	assertive	virtuous	
trusting	inept	successful		
mature	remote	capable		
	disagreeable			
	infantile			
	distrustful			
	inadequate			
	undesirable			

## REFERENCES

- Bailey, D. S. (1970). Sexual ethics in Christian tradition. In J.C. Wynn (Ed.), Sexual ethics and christian responsibility (p. 217-232). New York: Associated Press.
- Bardwick, J. (1971). Psychology of women: A study of bio-cultural conflicts. New York: Harper and Row.
- Bauman, K. E., & Wilson, R. R. (1976). Premarital sexual attitudes of unmarried university students: 1968 vs. 1972. Archives of Sexual Behavior, 5(1), 29-37.
- Bell, R. R., & Chaskes, T. B. (1970). Premarital sexual experience among coeds: 1958 and 1968. Journal of Marriage and the Family, 32, 81-85.
- Bernstein, D. (1982). The formulation of an instrument to assess the interpersonal meaning of sexual experience (Doctoral dissertation, University of Florida) Dissertation Abstract International, 43, 1969.
- Bullough, V. L. (1976). Sexual variance in society and history. New York: John Wiley and Sons, 1976.
- Burgess, E. W. & Wallin, P. (1953). Engagement and marriage. New York: J. B. Lippencott Co.
- Cardwell, J. D. (1969). The relationship between religious commitment and premarital sexual permissiveness: A five dimensional analysis. Sociological Analysis, 30, 72-81.
- Clemens, A. H. (1961). Catholicism and sex. In A. Ellis & A. Abarhanel (Eds.), Encyclopedia of sexual behavior (pp. 87-91). New York: Hawthorn.
- Cole, W. G. (1961). Protestantism and sex. In A. Ellis & A. Abarhanel (Eds.), Encyclopedia of sexual behavior (pp. 126-141). New York: Hawthorn.

- Coles, R., & Stokes, G. (1985). Sex and the American teenager. New York: Harper and Row.
- Comfort, A. (1976). Sexuality in a zero growth society. In C. Gordon & G. Johnson (Eds.), Readings in human sexuality: Contemporary perspectives (pp. 91-94). New York: Harper & Row.
- Crombach, L. (1951). Coefficient alpha and the internal structure of tests. Psychometricks, 16, 297-334.
- Dedman, J. (1959). The relationship between religious attitudes and attitudes towards premarital sexual relations. Marriage and the Family, 21, 171-174.
- D'Emilio, J., & Freedman, E. (1988). Intimate matters: a history of sexuality in America. New York: Harper and Row.
- Ehrmann, W. W. (1959). Premarital dating behavior. New York: Henry Holt.
- Ellis, H. (1936). Studies in the psychology of sex (Vol. 4). New York: Random House.
- Ellis, H. (1942). Studies in the psychology of sex (Vol. 1). New York: Random House.
- Ellis, H. (1964). Psychology of sex. New York: Emerson Books.
- Farley, F. H., Nelson, J. G., Knight, W. G., & Garcia-Colberg. (1977). Sex, politics and personality: A multidimensional study of college students. Archives of Sexual Behavior, 6(2), 105-119.
- Finger, F. W. (1975) Changes of sex practices and beliefs of male college students: Over 30 years. Journal of Sex Research, 11(4), 304-317.
- Freud, S. (1959). Some psychological consequences of the anatomical distinctions between the sexes. In H. Strachey (Ed.), Sigmund Freud: Collected papers (Vol. 5, pp 67-92). New York: Basic Books. (Original work published 1925)

- Freud, S. (1962). Three essays on the theory of female sexuality. New York: Avon. (Original work published 1905)
- Gagnon, J. H. (1977). Human sexuality. Glenview, Illinois: Scott, Foresman & Co.
- Gagnon, J. H., & Simon, W. (1973). Sexual conduct: The social sources of human sexuality. Chicago: Aldine.
- Garrison, D. (1984). A sex-role orientation to the interpersonal meaning of sexual experience (Doctoral dissertation, University of Florida, 1983). Dissertation Abstracts International, 45, 1272.
- Gecas, V., & Libby, R. (1976). Sexual behavior as symbolic interaction. The Journal of Sex Research, 12, 33-49.
- Grater, H., & Dowling, N. (1981). The meaning of sexual experience. Unpublished manuscript, University of Florida, Psychology Department, Gainesville.
- Gross, A. E. (1978). The male role and heterosexual behavior. Journal of Social Issues, 34(1), 87-107.
- Heath, D. (1978). Marital enjoyment and frustration of professional men. Archives of Sexual Behavior, 7, 463-467.
- Hessellund, H. (1971). On some sociosexual sex differences. The Journal of Sex Research, 7, 263-273.
- Hildebrand, M., & Abramowitz, S. (1984). Sexuality on campus: changes in attitudes and behaviors during the 1970s. Journal of College Student Personnel, 11, 534-538.
- Hobart, C. W. (1958). The incidence of romanticism during courtship. Social Forces, 36, 362-367.
- Hopkins, J. R. (1977). Sexual behavior in adolescence. Journal of Social Issues, 33(2), 67-85.

- Istvan, J., & Griffitt, W. (1980). Effects of sexual experience on dating desirability and marriage desirability: an experimental study. Journal of Marriage and the Family, 5, 377-385.
- Jackson, E. E., & Potkay, C. R. (1973). Precollege influences on sexual experiences of coeds. Journal of Social Research, 9, 143-149.
- Jessor, S. L., & Jessor, R. (1975). Transition from virginity to nonvirginity among youth: a social-psychological study over time. Journal of Developmental Psychology, 11(4), 473-484.
- Joe, V. C., Brown, C. R., & Jones, R. (1976). Conservatism as a determinant of sexual experience. Journal of Personality Assessment, 40(5), 516-521.
- Kaats, G. R., & Davis, K. E. (1970). The dynamics of sexual behavior of college students. Journal of Marriage and the Family, 32, 390-399.
- Kanin, E. J., & Howard, D. H. (1958). Postmarital consequences of premarital sex adjustments. American Sociological Review, 23, 556-562.
- Kanin, E. J., Davidson, K. R., & Scheck, S. R. (1970). A research note on male-female differentials in the experience of heterosexual love. The Journal of Sex Research, 6(1), 64-72.
- Kaufman, G., & Krupka, J. (1973). Integrating one's sexuality: Crisis and change. International Journal of Group Psychotherapy, 23, 455-464.
- King, K., Abernathy, T. J., Robinson, I. E., & Balswick, J. O. (1976). Religiosity and sexual attitudes and behaviors among college students. Adolescence, 11, 535-539.
- Kinsey, A. C., Pomeroy, W. B., & Martin, C. E. (1948). Sexual behavior in the human male. Philadelphia: W. B. Saunders.
- Kinsey, A. C., Pomeroy, W. B., Martin, C. E., & Gebhard, P. H. (1953). Sexual behavior in the human female. Philadelphia: W. B. Saunders.

- Langston, R. (1973). Sex guilt and sex behavior in college students. Journal of Personality Assessment, 37, 467-472.
- LaPlante, M. N., McCormick, N., & Brannigan, G. G. (1980). Living the sexual script: College students' views of influence in sexual encounters. Journal of Sex Research, 16(4), 338-355.
- Libby, R. W., & Strauss, M. A. (1980). Make love not war? Sex, sexual meanings, and violence in a sample of university students. Archives of Sexual Behavior, 9(2), 133-148.
- LoPiccolo, J., & Heiman, J. (1977). Cultural values and the therapeutic definition of sexual function and dysfunction. Journal of Social Issues, 33 585-599.
- Masters, W. H., & Johnson, V. E. (1966). Human sexual response. Boston: Little, Brown.
- Masters, W. H., & Johnson, V. E. (1970). Human sexual inadequacy. Boston: Little, Brown.
- McBride, M., & Ender, K. (1977). Sexual attitudes and sexual behavior among college students. Journal of College Student Personnel, 18, 183-187.
- McCrary, J. (1976). Historic development of romantic love. I C. Gordon & G. Johnson (Eds.), Readings in human sexuality: Contemporary perspectives (pp 243-259). New York: Harper & Row.
- McFadden, B. (1900). The virile powers of super manhood. New York: Physical Culture Publishing Co.
- Morris, M. (1978). The three r's of sex. Journal of Religion and Health, 17, 48-56.
- Mosher, D., & Cross, H. J. (1971). Sex guilt and premarital sexual experiences of college students. Journal of Consulting Psychology, 30, 25-29.

- Nelson, P. (1978). Personality, sexual functions, and sexual behavior: An experiment in methodology. Dissertation Abstracts International, 39, 6134B. (University Microfilm No. 7913307)
- Pepleau, L. A., Rubin, Z., & Hill, C. (1977). Sexual intimacy in dating relationships. Journal of Social Issues, 33(2), 86-109.
- Pleck, J. (1976). The male sex role: definitions, problems, and sources of change. Journal of Social Issues, 32, 155-164.
- Propper, S., & Brown, B. A. (1986). Moral reasoning, parental sex attitudes, and sex guilt in female college students. Archives of Sexual Behavior, 15(4), 331-340.
- Reed, D., & Weinberg, M. S. (1974). Premarital coitus: developing and established sexual scripts. Social Psychology Quarterly, 47(2), 138-146.
- Reik, T. (1960). Sex in men and women: Its emotional variations. New York: Noonday Press.
- Reiss, I. L. (1967). The social context of premarital sexual permissiveness. New York: Holt, Rinehart and Winston.
- Ruppel, H. J. (1969). Religiosity and premarital permissiveness: A methodological note. Sociological Analysis, 30, 176-188.
- Schildmeyer, J. (1977). An exploratory study: correlates and variables of positive sexual experience. Dissertation Abstracts International, 38, 641A. (University Microfilms No. 77-16, 874)
- Seguschi, Y., Schmidt, G., Reinfeld, a., & Widemann-Sutor, I. (1970). Psychosexual stimulation: Sex differences. The Journal of Sex Research, 6, 10-24.
- Sherfey, M. J. (1973). The nature and evolution of female sexuality. New York: Vintage.
- Shiltz, Randy. (1987). And the band played on. New York: St. Martins Press.

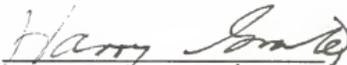
- Smilgis, J. (1987). Sexuality in america: the AIDS crisis. Time, 130(25), 27-32.
- Tannahil, R. (1980). Sex in history. New York: Stein and Day.
- Taylor, G. R. (1970). Sex in history. New York: Harper.
- Turner, R. H. (1970). Family interactions. New York: Wiley.
- Wilson, S., Strong, B., Robbins, M., & Johns, T. (1980). Human sexuality: A text with readings (2nd ed.). St. Paul, MN: West Publishing Co.

## BIOGRAPHICAL SKETCH

Leonard Travaglione was born on August 18, 1952, in New York City. He graduated from high school in June, 1970, and decided to pursue a career in electronic media communications. He received his Bachelor of Arts degree from Marist College, Poughkeepsie, New York, in May, 1974. While attending college he became involved in a number of peer counseling activities and decided to attend graduate school in counseling. He was awarded the degree Master of Science from the State University of New York at Albany in May, 1976, and in June of that year was certified as an educational specialist.

During the late 1970s and early 1980s, Leonard held a number of counseling and administrative positions. Feeling he had reached the limits of his skills as a counselor, he returned to school to study counseling psychology at the University of Florida. The degree of Doctor of Philosophy is expected to be conferred in August, 1988.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Harry Grafer, Chair  
Professor of Psychology

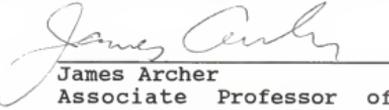
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Dorothy Nevill  
Professor of Psychology

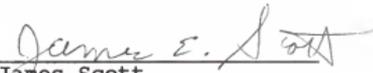
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Robert Ziller  
Professor of Psychology

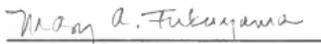
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
James Archer  
Associate Professor of  
Psychology and Counselor  
Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
James Scott  
Associate Professor of  
Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Mary Fukuyama  
Assistant Professor of  
Psychology and Counselor  
Education

This dissertation was submitted to the Graduate Faculty of the Department of Psychology in the College of Liberal Arts and Sciences and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1988

\_\_\_\_\_  
Dean, Graduate School